

# CUMBERLAND HIGH SCHOOL LITERACY PLAN

Developed September 23, 2002

Harlan, Kentucky

Literacy Team members present:

District consultants present: Anita Tolliver and Gina \_\_\_\_\_

KDE consultants present: Beckie Wade, Region 6 Language Arts consultant, and René Matthews, High School Reading consultant in Frankfort

- LITERACY GOALS\*:**
- (1) to reduce the number of students scoring Novice
  - (2) to reduce the gap between female and male performance
  - (3) to reduce the gap between those not participating in free/reduced lunch and those participating
  - (4) to eliminate the gap in students who do not attend ESS and those who do

\*Literacy Team members need to study the recent KCCT reading and writing data to determine specific number targets. Software from the Region 6 Service Center is available to set a goal that will get students to proficiency by 2014. The number targets should not be random, and they should be challenging.

## Comprehensive Schoolwide Literacy Program Element—LITERACY TEAM

<b>Step 1 Implementation</b>	<b>Step 1 Evaluation</b>
Who are the key content-area teachers to include on the team? What needs to happen for the Team to resemble the description on the PERKS document?	Current Team members meet with principal to decide on the reconfiguration of the 6-8 member Team. The Team needs to be in place before the Oct. 8-9 training.
<b>Step 2 Implementation</b>	<b>Step 2 Evaluation</b>
What does the Team need to know in order to work effectively? <ul style="list-style-type: none"> <li>a) They need to be experts on the RAMPS course.</li> <li>b) They have plans to visit other schools.</li> <li>c) They need to read and learn together. (They could start by reading 1 professional article—see purple folders—a week or every other week. They would need no more than 30 minutes for discussion, but they may find that they want more time.)</li> </ul>	<ul style="list-style-type: none"> <li>a) How will the Team evaluate what they learn from the America's Choice professional development?</li> <li>b) During the visit, Team members should note what fits with their current literacy priorities. Also, what did they see that needs to be implemented in years 2 or 3?</li> <li>c) At the end of their discussion, Team members could write a brief journal entry about how their thinking/ instruction changed based on what they read.</li> </ul>
<b>Step 3 Implementation</b>	<b>Step 3 Evaluation</b>
Which parts of the RAMP class (1 or 2 characteristics) will be implemented	Through observation and evaluation, the principal holds teachers accountable for

schoolwide? Literacy Team members need to model those characteristics in content-area classrooms. (or maybe this is a NEXT STEP for Year 2. If so, teachers should be invited to observe Ms. Hansel's RAMP-UP class this year.)	implementing those strategies.  (After their observation, teachers should meet with a Literacy Team member—rotate to share this responsibility—and the principal to discuss what they observed that they will implement in their own classrooms.)
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### **Comprehensive Schoolwide Literacy Program Element—TARGETED INTERVENTION**

<b>Step 1 Implementation</b>	<b>Step 1 Evaluation</b>
Are the students scoring lowest in reading and writing in the RAMPS class which has already been created for 9 <sup>th</sup> graders?	Use current data— a) STAR test through Accelerated Reader b) Survey on attitudes and behaviors through America's Choice Consider old data— a) 7 <sup>th</sup> grade KCCT performance in reading and writing b) 6 <sup>th</sup> grade CTB performance
<b>Step 2 Implementation</b>	<b>Step 2 Evaluation</b>
Does the RAMPS course provide what students need to help them succeed in reading and writing on the KCCT?	The Literacy Team schools check the RAMPS course outline to be sure it is aligned with Program of Studies and Core Content. (I realize the America's Choice representatives say this is true, but they have had no contact with KDE. They may be correct, but KY teachers who understand our testing system should double-check to verify. The Team will have a more intricate knowledge of how RAMPS works and if there are any gaps they need to fill in for students.)
<b>Step 3 Implementation</b>	<b>Step 3 Evaluation</b>
What are the RAMPS students' other teachers doing to help them succeed in reading and writing on the KCCT?  Note: The faculty buy-in is agreeing to do whatever it takes with these 30 students. The idea is that, if we can be successful with the 30 lowest scoring 9 <sup>th</sup> graders, then we will figure out how to change our regular instruction so that all students can succeed. In other words, use the intervention to direct changes in instruction, eliminating the need for the	If the Literacy Team has 6 members and the RAMPS course has 30 students, each Team member could be responsible for 5 of the students. Suggestions from here a) Each Team members meets with each student once a week to find out how what they are learning in RAMPS helps them in other classes. b) They will also ask students if they are having trouble with reading and writing in any other classes. If a student says

intervention.	he has trouble reading an assigned chapter, the Team member teaches or reminds the student of a RAMPS strategy though would help (a graphic organizer, making text connections, a note-taking strategy, etc.). The Team member would explain to the classroom teacher that the student should be using that strategy to help him understand the chapter.
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#### **NEXT STEPS**

April 2003	Turn this plan into a CSIP (Comprehensive School Improvement Plan) component
Year 2 (2003-2004)	Will all remaining 9 <sup>th</sup> graders be in a RAMPS course in year 2? If so, the entire class will have experienced this type of instruction before the 2004 KCCT.